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WHAT SHALL WE TELL OUR CHILDREN ABOUT GOD?

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WHO is God? This question sooner or later is asked of every parent by his child. Parents through long experience become adept at evading or giving tentative answers to difficult questions; but this question, going straight to the heart of reality, should make parents pause. A glib answer here, given either to spar for time or to dismiss the questioner, may do a child lasting harm. For his concept of God, bound as it is with emotional feelings of awe and reverence, is not changed as readily as his other ideas nor with as little effect upon his personality. So when your little son or daughter asks you about God, and with that clear confident gaze of childhood looks to you for an answer, it behooves you to be prepared with one.

Many parents bring onto themselves questions about God earlier than is necessary by carelessly giving God as an easy answer to some question of the child as, for example: who made me? or who made Blackie, the kitten? In these modern times there is no excuse for giving any explanation of the child's birth other than the true facts of his physical relationship to his father and mother. To tell him that God made him is as much avoiding the issue as to tell him that the stork or the doctor brought him. One ought also to explain the biological source of the kitten, if asked, rather than giving the blanket explanation that God made kittens. This, one may demur, does not explain the source of life but only the mechanism of creation. Unfortunately, that is all that is possible. The mystery of life's ultimate beginnings is unknown and our lack of knowledge must be admitted anyway, for if a child is told that God made everything he will one day want to know who made God. One should avoid the easy and inclusive statement that God is the creator of the world and of ourselves for it incites philosophical questions which necessitate answers difficult for a young child to grasp.

Our traditional religious training ill prepares us to teach our children about God. Most of us have been taught a general idea of God as a loving Heavenly Father, Creator of the universe and all that is therein; a Being responsive to the personal needs of each of us. Although that concept is bulwarked by the tradition of centuries, it is proving inadequate to the needs of contemporary life. With science and biblical criticism corroding the edges of traditional beliefs, and our own experiences with the perplexities of life confounding us, we have become conscious that we must give our children a more realistic, more stable and more reasonable religious philosophy than we received from our parents. The questions of your child about God should find you prepared with an answer that squares with the findings of modern science and that will bear the weight of

a reasonable superstructure of religious philosophy.

The harm of telling the child that God is a Heavenly Father and that He is the creator of everything lies in the fact that a child is literal-minded and concludes that God is a big man with extraordinary power. Every youngster knows that when he makes mud pies he is apart from and the manipulator of the mud from which he makes the pies, and he concludes that God, too, is a person who makes earths as a child makes mud pies. Everything in our common religious practice tends to confirm this idea in the mind of the child. The very title given God, Heavenly Father, suggests a manlike God and places the skies as the workshop in which the wonders of the earth are created. The philosophic objection to this naïve idea of an anthropomorphic God is that the idea isn't true to reality; the practical objections are that it causes the child to be maladjusted to his environment, the earth, and to remain emotionally immature after he attains physical maturity.

Child psychologists are constantly warning parents of the dangers of keeping the child dependent upon his parents. Self-reliance is deemed a necessary attribute of maturity. No grown man is well adjusted who looks to his associates for special concessions, or who expects to be babied by his wife as he was, when a child, by his mother. Yet the religious culture built about the concept of God as a Heavenly Father is organized to express the adolescent psychic attitudes condemned by psychologists—the desire that the world be like a family circle in which nourishment and protection are provided, misdeeds easily forgiven, and parent images perpetuated. Parents should be alert to prevent their child from developing this adolescent dream of the universe as a great family circle, with God, the Father, dispensing certain comforts and compensations for injured childish egos.

The traditional religious philosophy is nearly certain to bring disillusion and grief in the end. Children reared with implicit faith that God is an all-powerful Father become adults who expect that their lot in life is going to be protected and happy. Optimism, by and large, is better than pessimism, but a shallow optimism, based on the illusion that the earth is one's childhood home projected to universal size, is a bubble too easily punctured. A child taught to ask of God his daily bread, and to expect it, may renounce God when the daily bread ceases to come with easy regularity. A child taught that God guards little boys while they are asleep and keeps them healthy if they are good will become a man who feels that God could prevent the accidents of life if He only would. As a man he becomes introspective and self-depreciatory when sickness, financial disaster or death strikes within his circle of loved ones. So a serious spiritual upheaval inevitably comes when childlike faith makes its first contact with the cruelty that runs like a bloody thread through the warp and woof of life.

Parents sometimes make the added mistake of teaching moral goodness on the sole basis that it is pleasing to this infinite Being who is a loving and all-powerful Father. Unless morality is based on a more sound basis than love or fear of this personality, when the child grows to disillusioned manhood and renounces his belief in this anthropomorphic God he may throw overboard all his moral sanctions based on that belief. Samuel Butler, in his book "The Way of All Flesh," illustrated this trait of human nature by describing a young man who, throwing off the childish conception of God taught him by his orthodox parent, immediately assaulted the house maid. Now there are many valid reasons why a young man should not commit that particular immorality, but he had been taught none of them. He had only been taught that it was displeasing to his Father in

Heaven who would throw him into everlasting perdition if he did. So on discarding his inadequate conception of God, the young man had no moral basis about which to center his life.

Help in the guidance of the child will come through an analysis of the values attributed to God as Father and Creator. "God is a Being in whom Goodness and Power are One" is a typical statement of his nature given by theologians. Power and goodness are the divine characteristics stressed; and both in infinite degree. Moreover, the physical universe is alleged to be a conveyance of spiritual values, which is to say that wisdom, goodness, justice, mercy and love are attributes of nature. A more reasonable philosophy of life can be given your child if goodness and power are kept separate; physical power recognized to be an attribute of the universe alone, and the spiritual values of goodness, love and mercy recognized as attributes of the spirit of Man.

The universe evidences power but no moral qualities. This sphere of earth upon which man finds himself is not, on the whole, an entirely hospitable habitation. On it mankind can, with diligent effort, maintain the race. Yet our existence is fraught with peril. Earthquakes, floods, droughts and plagues hazard us. These perils do not indicate a thoughtful benevolent Being exercising His power through our universe, nor do disease germs, which bring each of us to his final end. The power that spreads sunlight and showers with an even hand upon the just and the unjust likewise blights the good and the bad alike with destruction and death. Judging from the evidence, there is as much reason to think that the power behind the universe is a demon as a god. The ancients explained man's predicament by postulating numerous gods, some good and some evil, who spent their time striving for control over the lives of men. We, too, in our Jewish-Christian tradition have a god and a devil although we make God responsible for the activities of the devil by attributing to God infinite power with which presumably he could control the devil. How much more reasonable it would be if we would forswear the old religious concepts and give to the word God a new symbolism. Why not accept the phenomenon which we call the universe as force and matter having no moral significance in itself? Is it not an error to extend the spiritual conception of morality which is a creation of human experience and which exists only in the mind of man to an amoral world of force, a world on which every blade of grass struggles with every other blade for its subsistence? The love and unselfishness which men reverence is not manifest in hurricanes, in floods or in earthquakes.

To purify the old concept of God of its element of material power and to give to the child a knowledge of God as a man-made word symbol is the duty and privilege of all parents. The child should be told plainly that God is a word which men use when they desire to express the ideas they admire the most. God is a symbol of all of mankind's spiritual values.

At best, this thought of God can be but a tiny bud in the mind of a young child, but it will develop through the experience of the child into the sacred flower of adult spiritual maturity. Implanted into the heart of a child with its mother's first kiss, the idea of God grows with each tender act received and pondered, until at last the idea grows to be the symbol of the warm vibrant spirit of wisdom, love, beauty and courage indwelling in the heart and mind of the adult.

The spiritual values included in the concept of God are human values arising through experience in social intercourse. The word, God, is a racial symbol of heart

values—love, unselfishness, wisdom, justice, beauty and courage; and is compounded of happy and holy memories, high hopes, and of the honor and glory of conscious human life. From generation to generation the racial quest for those heart values goes on. As individuals, we become weary, and lose sight of the goal; but our courage is renewed by the thought of those who have faced the agony of life before us and triumphed; of those whose patience, fortitude, and love have given meaning to the great emblem, God. So the aspirations of the human race blend with its memories to form its thought of God.

This spiritualized concept of God increases the educational responsibility of the parent. Precept must give way to example, for if pictorial descriptions can not be used to describe God, the parent must be the more alert to transmit God's spirit to the child through example. Religious education will then take its legitimate place in the life of the child, a full-time expression of the idealism of the race in his daily round of living.

Events . . .

THE ATTITUDE OF YOUTH TOWARD NATIONAL DEFENSE

THAT the nation needs the loyalty and cooperation of its youth, now and in the days to come, is not to be questioned. Its importance is obvious, and it is reassuring to have the report of Charles W. Taussig, chairman of the National Advisory Committee, NYA, to the effect that a survey sponsored by advisory committees, national, state and local, reveals a constructive and cooperative attitude of mind on the part of young people between the ages of sixteen and twenty-five toward the problems of the national government and its defense program.

Thousands of young people were interviewed and more replied to a questionnaire. Nine out of ten of the latter are "willing to do their bit" and two thirds of them have ideas of how to set about it. More than 70 per cent. suggested how the defense program might be improved, many calling attention to a need for greater activity in community defense. Twenty-one per cent., though without specific ideas, had willing minds. Nine per cent. showed no interest or failed to fill out the blank. Only ten young people, out of 2,602 that constituted the "sampling" tabulated, "expressed definite opposition to the national-defense program." A typical reply of those interviewed was this:

I, as an individual, will do my utmost to help in national defense, and will do all in my power to protect my country from any country who tries to destroy democracy. I will be ready at any time to be called upon for national defense, if it is for the army or in my community or in a factory. I will do all I can to express to other people my thoughts on what a free country means to me. In other words, I love to be an American, and I want to stay that way.

This report is particularly encouraging because of the rumors that have been current regarding an alleged lack of enthusiasm for the defense program on the part of a significant proportion of American youth.

EXPANSION OF ENGINEERING EDUCATION IN THE PRESENT EMERGENCY

AN Act—H. R. 4926—providing $116,122,000 for the education and training of defense workers has been approved by President Roosevelt, according to information recently received by SCHOOL AND SOCIETY. The items specified in the Act and appropriations therefor were:

1. For cost of vocational courses of less than college grade . . . $52,400,000.

2. For purchase or rental of equipment for courses indicated under (1), $20,000,000.

3. For cost of short courses of college grade to meet the shortage of engineers, chemists, physicists and production supervisors, $17,000,000.

4. For cost of vocational courses of less than college grade and related instruction for rural and non-rural youth, $15,000,000.

5. For cost of vocational courses and related or other necessary instruction for young people employed on NYA work projects, $10,000,000.

For administrative expenses of the Office of Education and the office of the Federal Security Administrator, $1,222,000.

Roy A. Seaton, dean of the Division of Engineering and Architecture, Kansas State College of Agriculture and Applied Science (Manhattan), absent on leave, will serve as director of engineering, science and management-defense training, as the new program of college-grade training will be called, and will operate from the U. S. Office of Education. The staff that has been handling the engineering defense training will not be changed except by the addition of specialists in the new fields: Homer L. Dodge, head of the department of physics and dean, Graduate School, University of Oklahoma; Clare E. Griffin, dean, School of Business Administration, University of Michigan, and N. W. Rakestraw, professor of chemistry, Brown University.

In accordance with the provisions of the Act, degree-granting colleges and universities having "suitable facilities in staff and equipment" will offer courses that conform to those already given in engineering defense training.

RUTGERS UNIVERSITY, 1766–1941

THE celebration of the 175th anniversary of the founding of Queen's College, as it was first known, has been running like a thread of gold through the academic year, 1940–41, at Rutgers University, as a series of convocations, at which lectures in various fields of learning were featured, gave abundant evidence of the high uses of scholarship.

The speakers at these convocations and their fields were: William T. McLeery, journalism; Wesley C. Mitchell, economics; Karl K. Darrow, physics; Wheeler McMillan, agriculture; Harold W. Thompson, American folklore; F. R. Moulton, astronomy, and J. O. Perrine, engineering.

On October 9, 10, 11, 1941, the celebration will be closed by "a series of addresses and symposia . . . [which will] provide opportunities for scholars to discuss and correlate present knowledge and to consider subjects for future research." All members of college and university staffs and others interested in the program are invited to be present.

As at present scheduled the program is as follows:

October 9

Applied Science I—Address by Karl T. Compton, "Scientists Face the 1942 World."

Applied Science II—Symposium—Vannevar Bush, "The Case for Biological Engineering," and Robert W. Trullinger, "The Case for Agricultural Engineering."

Social Science I—Address by Roscoe Pound, "The Law and Federal Government."

Social Science II—Symposium—Charles H. McIlwain, "The Historical Background of Federal Government," and Roy F. Nichols, "Federalism vs. Democracy—The Operation of the Federal System as a Cause of the Civil War."

October 10

Literature and the Fine Arts I—Address by Maxwell Anderson, "The Bases of Artistic Creation in Literature."

Literature and the Fine Arts II—Symposium—Roy Harris, "The Bases of Artistic Creation in Music," and Rhys Carpenter, "The Bases of Artistic Creation in the Fine Arts."

Natural Science I—Address by Hugh Scott Taylor, "Fundamental Science from Phlogiston to Cyclotron."

Natural Science II—Symposium—Irving Langmuir, "Films in Chemistry and Biology," and Ernest O. Lawrence, "Nuclear Physics and Biology."

At the final convocation, October 11, Clarence Dykstra will make the address, and honorary degrees will be conferred.

Evenings and Saturday afternoon will be devoted to social events.

IN THE INTEREST OF DEFENSE

DURING July the University of Chicago offered a "pre-service basic military-instruction course under the university's Institute of Military Studies." The course, which began on June 27, covered four week-ends, so that there was no interference with the regular summer program. It was open to students, faculty and staff members of the university, professional and business men in the Chicago area and others.

The threefold purpose of the course was (1) "to prepare civilian instructors in high schools and colleges for the introduction of pre-service

training in their own institutions"; (2) "to provide an opportunity for those who have had no military training to become acquainted through practice with basic military subjects . . ."; (3) "to provide sound pre-service basic military instruction for men who may be drafted or volunteer in the Army or state reserve militia."

Among the seventeen subjects comprised in the curriculum were: organization of the Army; camp organization and sanitation; military law; map reading; rifle marksmanship; motor convoy movements; gas protection, and elementary tactics and tactical exercise. Registrants were between the ages of 18 and 45 years and were required to be American citizens.

The Mill Road Farm estate in suburban Lake Forest, where the course was given, is only four miles from Fort Sheridan and consists of 480 acres. Registrants were taken to the estate by motor convoy, "comfortably billeted" and returned by motor to Quadrangles on Monday mornings. The fee for all instructional material, meals and housing over the week-end was $20. To those who completed the course successfully a certificate of merit was given.

An arrangement, also in the interest of defense, has been made at Indiana State Teachers College (Terre Haute), whereby students with average and above average grades may finish the regular four-year course in three years and those with a B average or higher may finish in a little less than three years. Many students would thus be able to graduate before the present draft age of 21 years. There will be no weakening of the courses of study; the standard requirement of 192 credits for the A.B. and B.S. degrees will be maintained.

Average students will have to attend college both in summer and during the regular semesters. Those with a B average will be allowed to carry an extra course each term except the first. And students with a C average may supplement regular work by attending summer terms and taking two correspondence courses.

In the opinion of the college faculty, the "speed-up" not only will not lower standards, but will stimulate students to strive for higher grades.

PROVISION AT MIAMI UNIVERSITY FOR THE FORGOTTEN YOUTH

A PROJECT in education, which is said by its sponsors to be unique, will be launched at Miami University (Oxford, Ohio) in September. It will offer an opportunity for a practical education to a hitherto forgotten group of youth in our high schools and colleges.

Following a curriculum roughly divided under five heads, health, wealth, work, wisdom and enjoyment, students may prepare themselves in two years for a vocation and at the same time receive sufficient cultural and broadening courses to permit adjustment to a social level not possible under a purely vocational program.

The new course, known as semiprofessional or applied arts, differs from the ordinary junior-college course in that it is a complete unit in itself and does not even indirectly point to a degree. It differs from the usual general college course in that it offers a vocational core. And it differs from the new defense courses sponsored by the government in that the students are full-time residents of the university.

Worked out over a period of a year by a committee headed by R. E. Glos, dean, School of Business, the course offers vocational subjects in three groups, business, home management and shop work.

Students may take six to nine hours of vocational courses and six to nine hours of general cultural or background courses each week. "At the end of two years they will have a general working knowledge of one of the three vocations and, in addition, will have gained a knowledge of those things that will enable them to live fuller and happier lives."

Included in the group of business courses are shorthand, typewriting, bookkeeping and others; in the home-management group, child care, nutrition, foods and cooking and others; in the shop-work group, building trades, metal trades, machine design, shop mathematics, communication and others.

In the background or general group are citizenship, science in everyday life, physical culture, basic English, art for the home, saving and spending, reading and others.

The course is open to all high-school graduates and to college students who have no desire or aptitude for attaining a degree. Students in the course, however, have all the rights and privileges of degree students.

The course is tuned to the times in that young men who have just been graduated from high

school and who anticipate in two or three years a call to army service may complete a unit of instruction.

BRITISH SCHOOLS WILL EMPHASIZE AMERICAN HISTORY

THE July number of *The Journal of Education* (London), which has just reached the office of SCHOOL AND SOCIETY, contains the following report:

The Board of Education are impressed with the fact that British children are much less well informed about the history, life and achievements of the United States of America than are American children about the history, life and achievements of Great Britain. Accordingly the Board of Education are arranging a number of short courses on the United States of America, their past history and current problems, for teachers in all types of schools. The lecturers at the courses will include Americans of distinction as well as British subjects with wide and recent experience of the United States. Six such courses, each of four or five days' duration, have already been arranged and will be held in London, Oxford, Newcastle upon-Tyne, Leeds, Exeter and Aberystwyth between the end of July and the beginning of September. Further courses will be arranged later in the year for other parts of the country.

It is interesting to note that very few of the articles and reports in the *Journal* mention the war, although there are discussions of educational problems that the war has brought about, especially the problems of educational reconstruction that will arise when peace is restored. It is heartening to know, too, that this journal is published on time, month after month, with no diminution in size and with its usual abundance of advertising.

Notes *and* News . . .

THE following persons have been advanced in rank at Oregon State College (Corvallis): Buena Maris, from extension specialist and assistant professor to dean of women, her rank as assistant professor to be retained; W. D. Wilkinson, geology and science surveys, and R. Wulzen, zoology, from assistant professorships to associate professorships; Jack G. Roof, chemistry, Vivian Roberts, foods and nutrition, and H. W. Raabe, physical education, from instructorships to assistant professorships. These promotions were erroneously reported in SCHOOL AND SOCIETY, July 26, as having been made at the University of Oregon.

Appointments, Elections, Resignations, Retirements

THE REVEREND R. L. ROBINSON has been named president of Brewton-Parker Institute (Mt. Vernon, Ga.) to succeed Albert M. Gates, who has accepted the presidency of South Georgia Teachers College, Collegeboro.

THE REVEREND H. E. WILLIAMS, pastor of the First Baptist Church, Pocahontas (Ark.), is to become the first president of Southern Baptist College (Pocahontas), which will open, September 10.

THE REVEREND C. R. MEADOWS, pastor of the First Baptist Church, Jacksonville (Tex.), has been appointed president, Jacksonville College, to succeed the Reverend J. W. Overall. T. B. Prescott, a former instructor at the college, will return to become dean.

H. E. CUNNINGHAM has been elected president of Thomas Alva Edison Junior College (Fort Myers, Fla.), and Roy E. Geeting, of Lambuth College (Jackson, Tenn.), has been appointed dean. The college will open in mid-September.

EMILY HASTINGS has been elected dean of women, Lambuth College.

HERBERT C. HUNSAKER has been appointed dean, Cleveland College, Western Reserve University, to succeed A. Caswell Ellis, who has retired.

BENSON W. DAVIS, of John B. Stetson University (De Land, Fla.), has been appointed dean, Meredith College (Raleigh, N. C.), succeeding J. Gregory Barbour, who has retired.

ARVIN N. DONNER, ROBERT A. WHITE and CHARLES F. HILLER have been apointed deans, respectively, of the School of Education, the School of Business Administration and the College of Community Service, University of Hous-

ton, Tex. Mr. White will continue as auditor of the university, a post that he has held since 1939. Dr. Hiller has been bursar for several years.

EDWARD PHILIP DROSTE, for fifteen years a member of the staff of Western Military Academy (Alton, Ill.), has been appointed head master, Howe (Ind.) Military Academy, succeeding the late Edmund S. Jamieson, whose death was reported in SCHOOL AND SOCIETY, April 19.

J. HOWARD BROADBENT, who with the late Carl Curtis founded the Carl Curtis School (Los Angeles) in 1925, has now assumed the directorship of the institution.

PAUL GERRY DE ROSAY, founder of the first American school in France, has been appointed head master, Newman School for Boys (Lakewood, N. J), succeeding Xavier Prum, who has resigned to accept another position.

JOHN M. MATHEWS has been named chairman of the department of political science, University of Illinois, succeeding John A. Fairlie, retired.

GEORGE C. S. BENSON, professor of administration, University of Michigan, has been appointed to the staff of the department of political science, Northwestern University.

ALBERT H. PALMER, an authority on milk proteins, has been appointed assistant professor of agricultural and biological chemistry, the Pennsylvania State College. Dr. Palmer will become the Smith, Kline and French Laboratories research fellow, succeeding William G. Gordon, who has joined the staff of the Eastern Regional Research Laboratories, Philadelphia.

JOHN C. SIM, instructor in journalism, University of Alabama, has been appointed assistant professor of English, University of New Hampshire.

THE following advancements in rank have been announced by the North Dakota Agricultural College (Fargo): Clifton E. Miller, assistant professor of pharmaceutical chemistry, to a professorship; William J. Promersberger, assistant professor of agricultural engineering, to the chairmanship of the department; Chris Jensen, assistant professor of dairy husbandry, School of Agriculture, and assistant dairy husbandman in charge of dairy manufactures, Agricultural Experiment Station, to associate standing in both positions; Shubel D. Owen, assistant professor of agricultural education and assistant supervisor in vocational agriculture, to associate standing; A. W. Anderson, assistant professor of mechanical engineering, to an associate professorship; M. E. Griffith, assistant professor of zoology, to an associate professorship; Ford C. Daugherty, instructor in animal husbandry, to an assistant professorship; R. E. Dunbar, instructor in chemistry, to an assistant professorship; O. M. Ray, instructor in zoology, to an assistant professorship.

J. D. BARNARD, who has been on leave of absence for a year from Colorado State College of Education (Greeley), will return to his former position in September. Mr. Barnard has been working with the Michigan Community Health Area, which is financed by the W. K. Kellogg Foundation and is under the supervision of the universities of Chicago and Michigan. William G. Woods, who has been engaged on the same project for one and one half years, will return to North Texas State Teachers College, Denton.

L. O. KILLION, superintendent of schools, Eustace (Tex.), has been appointed to a post in the rehabilitation division of the Texas State Department of Education.

FREDERICK JAMES MOFFITT, director of public relations, New York State Teachers Association, has been appointed associate supervisor in elementary education, New York State Education Department.

GEORGE S. COUNTS, professor of education, Teachers College, Columbia University, and president of the American Federation of Teachers, has been selected by the American Labor Party to run as its representative for the Borough of Manhattan in the city council, New York City.

WILLARD M. FLOYD, superintendent of schools, Ada (Ohio), has been elected superintendent of schools, Allen County (Ohio), succeeding Herschel Litherland, whose resignation was reported in SCHOOL AND SOCIETY, June 7.

LOTTIE A. CLARK has been elected superinten-

dent of schools, Pratt County (Kans.), to succeed T. A. Eubank, who resigned recently after sixteen years of service.

JOSEPH H. ARCHAMBEAU has been elected superintendent of schools, Yavapai County (Ariz.), to succeed Captain Merrill C. Windsor, who is on active duty in the morale division of the Army at Fort Huachuca.

WAYNE S. BEESLEY succeeds Steve M. Beason as superintendent of public instruction, Gove County, Kans.

W. DENNIS PERKINSON, assistant superintendent of schools, Portsmouth (Ohio), has been advanced to the superintendency, succeeding Frank Appel, who has retired after thirty-six years of service to the Portsmouth schools, thirty-three of which were in the superintendency.

ROBERT D. LEIGH, who became the first president of Bennington (Vt.) College in 1928, has resigned to become a temporary member of the faculty of the School of Economics and Politics, Institute for Advanced Study, Princeton, N. J. Lewis Webster Jones, nationally known economist, has been appointed Dr. Leigh's successor.

JOHN P. DYER, of the department of social science, Armstrong Junior College (Savannah), has resigned to join the staff of radio station WSAV of that city.

Recent Deaths

CLARENCE EDMUND RARICK, president, Fort Hays Kansas State College (Hays), died, August 1, at the age of sixty-two years. Dr. Rarick had served the college as professor of rural education and director of extension (1919–33), as acting president (1933–34) and as president from 1934 until his death.

HORACE E. HENDERSON, former head of the department of English, Pawling (N. Y.) School for Boys, died, August 2, in his eighty-third year. Mr. Henderson had taught in Bath (Me.) and Whitman (Mass.) and at St. Paul's School (Garden City, N. Y.) before going to the Pawling institution in 1907, where he remained until his retirement in 1937.

HARVEY A. SCHOFIELD, president since 1916, State Teachers College (Eau Claire, Wisc.), succumbed to a heart attack, August 3, at the age of sixty-five years.

CHARLES WOOTEN PIPKIN, dean, Graduate School, Louisiana State University, died, August 4, at the age of forty-one years. Dr. Pipkin had been an instructor in English and history, Massachusetts Institute of Technology (1920–22), and had held a professorship at Louisiana State University since 1925 and the deanship since 1931. A recognized authority in the field of political science, he was the author of many books on the subject, among which were: "Social Politics and Modern Democracies," "World Peace Is not a Luxury" and "The Duty of the Educated Mind."

JAMES J. KING, head master, Woodward School for Boys (Washington, D. C.), died, August 4, at the age of fifty-nine years.

CHARLES B. CHAPIN, retired Presbyterian minister and former professor of Christianity, Chicora College (Columbia, S. C.), died, August 5. Dr. Chapin served as chaplain at Camp Wadsworth (Spartanburg, S. C.) during World War I, after which he became professor of Biblical literature, Converse College, Spartanburg. He was eighty-six years old at the time of his death.

ANNA R. HAIRE, founder and for forty-three years principal of the University School for Girls (Chicago), died, August 5, at the age of seventy-seven years.

BENJAMIN FRANKLIN BUCK, retired assistant superintendent of schools, Chicago, died, August 5. Mr. Buck had served as principal, Austin High School (1893–1900), Lake View High School (1900–13), Senn High School (1913–28), all of Chicago. He became assistant superintendent in charge of high schools in 1928, a post that he held until his retirement in 1935. Mr. Buck was seventy-six years old at the time of his death.

B. WEST TABB, for the past thirty years vice-president and secretary-treasurer, University of Richmond (Va.), succumbed to a heart attack, August 7, at the age of sixty-five years.

SIR RABINDRANATH TAGORE, famed as India's greatest modern poet, died, August 7. He had devoted his entire life to the welfare of India

and in 1901 established in Bolpur a school, Santiniketan (later the International University), in which he attempted to harmonize the spiritual resources of the East with the scientific learning of the West. In 1913, he won the Nobel Prize for literature, and the money from this, as well as his income from published works and the revenues from his extensive estates, went to the support of the university. He toured the United States as a lecturer in 1916 and again in 1930. In the latter year, he delivered the Hibbert lectures at Oxford University. Sir Rabindranath was eighty years old at the time of his death.

PAUL HERBERT DONEY, head of the department of English, Dickinson College (Carlisle, Pa.), was drowned, August 9, while attempting to rescue his ten-year-old son, who had been caught in the undertow at Ocean City, Md. Dr. Doney had served as assistant to the late George Lyman Kittredge at Harvard University before going to Dickinson College in 1928. He was forty-one years old at the time of his death.

JAMES LYNN BARNARD, professor of political science, Ursinus College (Collegeville, Pa.), died, August 10, at the age of seventy-four years. Dr. Barnard had served as professor of history and political science, Ursinus College (1897–1904), as a social worker in charity organizations of New York City and Philadelphia (1904–06), as professor of history and government, Philadelphia School of Pedagogy (1906–20), and as state director of social studies, Pennsylvania, 1920–27. He returned in 1927 to Ursinus College as professor of political science and director of social studies for teachers.

Other Items of Interest

ACCORDING to the *Washington Star*, August 3, the Federal Works Agency has notified President Roosevelt that it has applications on file for the entire $150,000,000 appropriated in June to assist local communities in building schools and other facilities made necessary by defense-population growth.

Education Today, a bulletin the purpose of which is to acquaint Illinois citizens with the day-by-day work of the five state teachers colleges "in the interest of a great national heritage—the American public school," has just come from the press under the date of June, 1941. The bulletin will be a quarterly publication and is being sponsored cooperatively by Northern Illinois State Teachers College (De Kalb), Western Illinois State Teachers College (Macomb), Illinois State Normal University (Normal), Southern Illinois Normal University (Carbondale) and Eastern Illinois State Teachers College, Charleston.

THE American Book Company has received the following three awards for "excellence in content, design and manufacture of its textbooks published in 1940": for "outstanding contributions to professional education," five textbooks on education, which were included in the list, "Sixty Educational Books of 1940," published in SCHOOL AND SOCIETY, March 29, under the title, "Educational Literature of 1940"; for "artistic craftsmanship in design, binding, typography and materials adapted to the problems of manufacture and to the purposes and character of the books," six books representing elementary, secondary and college levels, selected by the Textbook Clinic, American Institute of Graphic Arts; for "progressiveness in design and manufacture," the 1941 award, symbolized by a silver plaque, of the Textbook Clinic, American Institute of Graphic Arts.

CORRESPONDENCE courses made available by the Canadian Legion to men in service and called the "Fighting Men's University" have more than 23,000 enrollees in the Army, Navy and Air Force. The program, which has excited the interest of educators in both Great Britain and the United States, has a threefold purpose—"to help men improve their military efficiency, increase their chances for promotion and at the same time better fit them for return to civilian life." The courses, twenty of which have been published, range from English and mathematics to bookkeeping, radio and practical electricity. Twenty more courses are being prepared.

THE College of Agriculture, University of Kentucky, has been renamed the College of Agriculture and Home Economics. This change is in recognition by the executive committee of the university's board of trustees of the growth and advancement of the home-economics department.

Research . . .

THE YALE-HARVARD FRESHMEN SPEED-READING EXPERIMENT

WHERE appraisals of the reading abilities of students in college or graduate school are made, extreme individual differences are found. Wide differences in ability are found also when measurements are made of specific aspects of reading comprehension, or of the speed with which materials are read. One student may read simple literary passages at the same relatively slow rate that he uses in reading difficult scientific experiments. Such a student does not know how to differentiate his speed of reading to accord with the comprehension difficulty of the material he is reading. Another student may have relatively high ability to read a passage and later set down in precise form the pattern of the meaning of the passage, but while reading he may have a poorly developed ability to think with and beyond the facts given. Such a student could be described as a literal but an unimaginative reader.

It is agreed by most students of reading that rarely does an individual develop equally in each aspect of reading. Indeed there is an increasing body of research that indicates that each individual develops his ability to read in a very uneven manner.

The following program was carried out to correct the tendency exhibited by a number of Harvard University freshmen of reading too slowly. At the beginning of the school year, 1939–40, several different measures of the rate of reading and of the comprehension of the materials read were obtained for each member of the entering freshman class.[1] Figs. I and II show the distribution curves of the scores of the Harvard freshmen compared with the curves which the author estimated from the reported national freshman norms for reading comprehension and reading speed. The scores for reading comprehension and reading speed were changed into percentile values so that it was possible to compare the performances of each student with that of the rest of the class in these two measures of skill in reading. The following two lists were then made up:

List I. All students who fell below the twenty-fifth percentile of the scores in both rate and comprehension in reading.

List II. All students who fell below the twenty-fifth percentile in the rate of reading but not in comprehension.

A letter was sent to each student whose name appeared in Lists I and II informing him of his percentile rank and suggesting that he could improve his skills in reading by enrolling in the classes for remedial reading. Approximately half of the students receiving the letters took the course.

Two sections, each of which contained twenty students, met twice weekly during the ten weeks before Christmas, 1939. Most of the time was devoted to exercises designed to increase speed of reading. At the beginning of the training period the students read with an average rate of about 215 words per minute. At the end of their training, the average rate had increased to 335 words per minute.[2] By using college-admission data and the measures of reading ability as matching criteria, the author formed a control group of forty students. This group of forty students did not receive any specific reading instruction. Their improvement in speed of reading from 215 to 235 words per minute was significantly lower than that made by the experimental group.[2] Moreover, the improvement in reading comprehension of the experimental group was significantly higher than that of the control group.[3] These gains are graphically shown in Figs. I and II.

Fig. I represents the national-norm curve and the curve of the scores made by the 879 Harvard freshmen that took the test. These curves

[1] The Nelson-Denny Reading Test for College Students was used for the measure of reading comprehension. This test proved somewhat too easy for many of the Harvard students. The Iowa Silent Reading Test, Revised Form Am, was used for the speed of reading measurement in the Harvard experiment. It was judged to be somewhat unsatisfactory because the speed measure is based upon only two minutes of testing time. In the Yale experiment the Minnesota Speed of Reading Test for College Students was substituted for the Iowa test. This change was made because the Minnesota test is based upon six minutes of testing time and so was judged to be a more reliable test of reading speed.

[2] See Fig. II. These figures are taken from an unpublished report by Walter F. Dearborn and Elden A. Bond.

[3] See Fig. I.

indicate the very great spread, or difference, in reading-comprehension ability of college students.

Fig. II represents the national-norm curve and the curve of the scores made by 880 Harvard freshmen in reading speed. This figure is particularly interesting because it demonstrates graphically that the slower readers read at a rate which is from two to three times as slow as that of other students. In other words, the upper ten per cent. of the Harvard students read nearly three times as fast as the lower ten per cent. Many of the students of the group of the upper ten per cent. could finish a reading assignment in history approximately three times as fast as many of the students of the group of the lower ten per cent. Many of the students in these two percentile groups have the same, or similar, other abilities. The very slow readers are seriously handicapped in the college courses that require a great deal of reading.

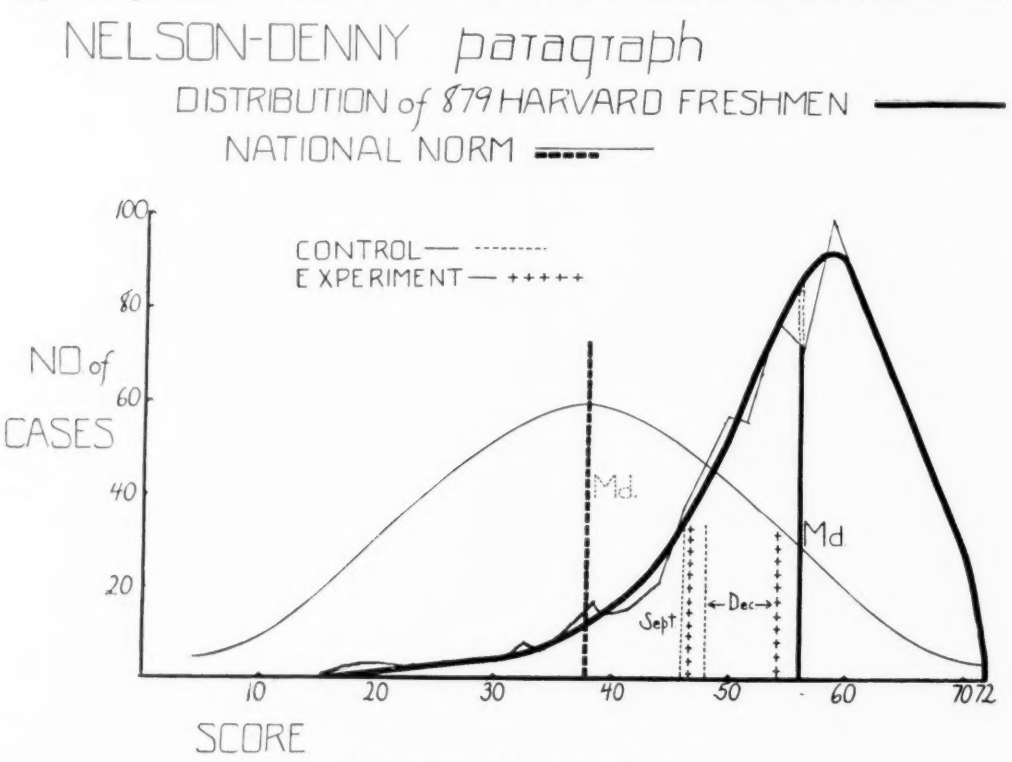

FIG. I. Reading Comprehension*

In the Harvard experiment the exercises designed primarily for the improvement of reading speed apparently caused an increased reading comprehension. Two of the possible explanations for the increased reading comprehension are:

(1) Reading comprehension can be increased by increasing the reading speed. Perhaps a more rapid grasp of the contents of reading material may give students a more meaningful perspective and time for thought.

(2) The tests used to measure reading comprehension have a time limit. Many of the slower readers do not have time to finish the tests before the time limit is up. If these students could read faster they could answer more test items. Hence they would have a greater chance to get more items right. In this way, an increased reading speed would be expected to cause an apparent gain in reading comprehension.

In the fall of 1940, at Yale University, the writer was given an opportunity to study further the interrelationship between reading speed and comprehension. A careful study was made

* The numbers on the base line were taken from the test raw scores multiplied by two.

of the scholastic records, test data and the like of those students who fell within the lowest twenty-five per cent. of the 1940 freshmen group on the scholastic-aptitude tests. In this way a population of approximately 200 students was selected for further study. These students were invited to take the reading tests. Forty-six of the 159 students who took the tests were selected to take the speed-reading course. These students met with the writer in groups of fifteen each for fourteen times. The attendance was 95 per cent. The following program designed primarily to help the students increase their reading speeds was carried out:

Readable materials from the fields of literature, history, government and science were transferred to motion-picture films.[4] Sections of lines of print are so projected across and down the screen that the reader is forced to keep up with the material. A phrase is flashed on at the top of the screen; it then disappears and the next phrase in comprehension sequence appears and then disappears, and so on across and down the screen. The operator can vary the speed at which the materials are presented and thus keep the group stimulated to the fullest possible extent. The method shows the student in a very concrete way that he can improve his habits of reading. It also stimulates him to try to do so.

Books and test materials, selected on the basis of uniformity of vocabulary burden, sentence structure, interest and difficulty of content, were read daily as part of the class exercise. It was hoped that an immediate carry-over of increased speed of comprehension from the more mechanical type of reading stressed in the motion pictures would prevail.

A relatively small fraction of the time was devoted to lecture. The students were given a more complete understanding of the processes of reading. For example, some time was spent in

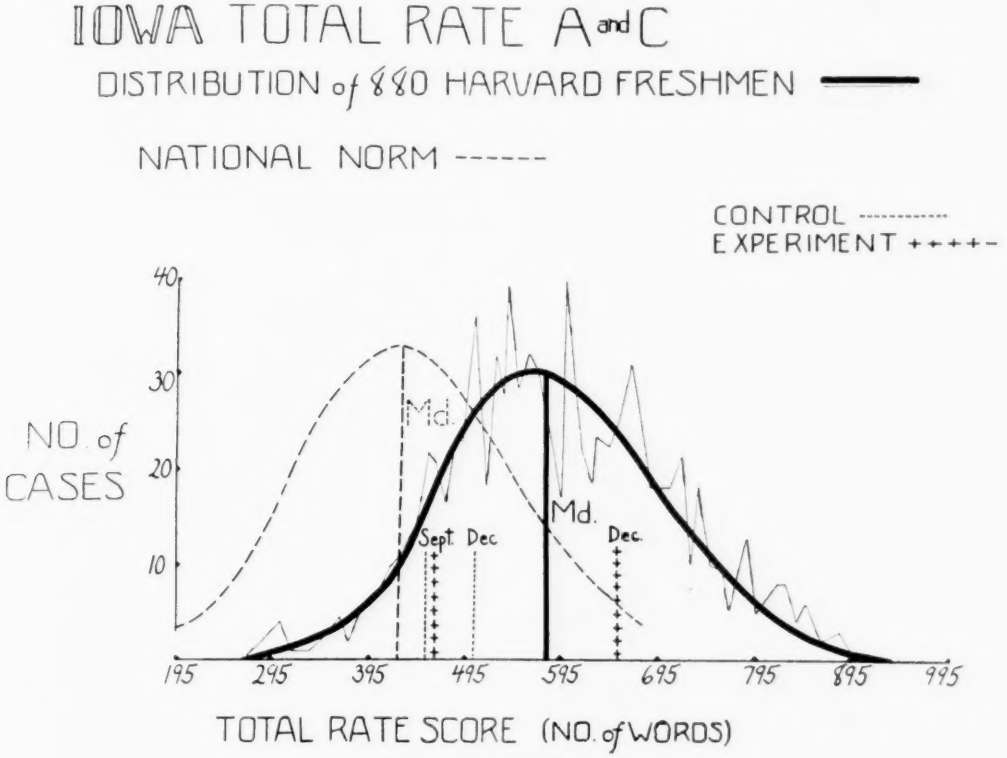

FIG. II. Reading Speed*

[4] These films may soon be available for rental. They are produced by the Harvard Film Service, Harvard University.

* To estimate the number of words per minute read by these students divide the numbers on the base line by two. For example, the median speed for Harvard freshmen was slightly under 300 words per minute.

TABLE I*

SCORES MADE BY YALE FRESHMEN BEFORE AND AFTER READING TRAINING

Case	Reading comprehension[1]					Reading speed[2]	
	Form A			Form B		Form A	Form B
	Number attempted	Number right	Number right Form B†	Number attempted	Number right	Number right	Number right
1	27	22	(22)	36	27	18	28
2	28	22	(26)	36	30	20	28
3	25	23	(23)	36	30	18	23
4	24	18	(20)	33	24	16	21
5	24	22	(21)	36	30	18	26
6	20	18	(19)	32	30	18	23
7	28	26	(27)	36	34	23	37
8	36	34	(36)	36	36	31	37
9	21	17	(16)	26	20	16	21
10	32	24	(23)	36	24	18	38
11	31	25	(21)	28	21	20	30
12	27	22	(26)	36	34	18	28
13	17	13	(14)	27	21	20	27
14	25	14	(16)	35	22	25	31
15	20	18	(18)	29	25	15	20
...							
46	24	21	(18)	30	22	20	23
Arith. Mean	25.98	21.46	(22.48)	33.28	27.33	19.22	25.72
Accuracy		83 per cent.			82 per cent.	99 per cent.	99 per cent.
Percentile Rank—Reported college norms		70			90	45	91

* Computations given in this table are based upon the complete data, and not upon the 16 illustrative cases reported above.

† Each student attempted a certain number of items on the reading-comprehension test, Form A. The numbers in parentheses represent the number each student answered correctly on Form B, only going as far in Form B as each student was able to finish on Form A. For example, Case 1 attempted 27 items on Form A and got 22 of them right, and of the first 27 items on Form B he also got 22 right as indicated by the 22 in parentheses, etc.

[1] Nelson-Denny Reading Test for College Students, Houghton Mifflin, 1929.

[2] Minnesota Speed of Reading Test for College Students, University of Minnesota Press, 1936.

discussing the need of students to vary their rates of reading to accord with the purpose for which they were reading and the comprehension complexity of the materials.

Table I reports the average number of items the forty-six students answered correctly. These average scores were compared with the reported national freshmen norms on each test. In this way percentile ranks were derived. The average gain in reading comprehension from before to after the speed-reading work is 20 percentile points; from the 70th percentile to the 90th percentile. This is a statistically significant gain in reading comprehension.[5] The average gain in reading speed is 46 percentile points; from the 45th percentile to the 91st percentile. This is a statistically significant gain in reading speed.

[5] See Table II.

TABLE II

THE SIGNIFICANCE OF DIFFERENCES OF THE MEAN SCORES OF INITIAL AND FINAL TESTS REPORTED IN TABLE I

	Reading comprehension						Reading speed	
	Number attempted		Number right		Number right		Number right	
	Form A	Form B	Form A	Form B	Form A	Form B[1]	Form A	Form B
Mean	25.98	33.28	21.46	27.33	21.46	22.48	19.22	25.68
Sigma			4.0	4.0	4.0	4.1	3.5	5.8
Difference	7.3		5.87		1.02		6.46	
Sigma of the Difference			.85		.85		.94	
Difference / Sigma Diff.			6.8		1.2		6.6	

[1] See Table I.

These students appear to have increased their reading comprehension as well as their speed in reading. However, a more careful examination of the test results opens the question of whether or not the students actually did make a gain in reading comprehension. Only one student of the entire 46 students was able to finish the reading-comprehension test within the time limit before the training period. After the training period, 24 of the students were able to finish the test. The data in Tables I and II indicate that the students attempted 7.3 more reading-comprehension items after training than before. Of the 7.3 items 5.9 were right. This shows 80 per cent. accuracy. The accuracy remained about the same from before to after the training period. In other words, these students did not gain in the ability to read difficult-comprehension passages more accurately. These facts would seem to indicate that the students gained little in ability to comprehend more facts from a given test, item for item. The apparent gain in comprehension appears to result from gain in the ability to read more rapidly.

A few of the cases may have made gains in their reading accuracy. Case 2 (Table I) attempted 28 items on Form A of which he answered 22 correctly. He was able to answer 26 correctly out of the first 28 items attempted on Form B. It might well be that Case 2 actually made some gains in the ability to read more accurately the type of materials tested on the reading-comprehension test. On the other hand, Case 11 attempted 31 items on Form A and got 25 of them right, and yet was able to answer correctly 21 of the first 31 items of test B. Perhaps Case 11 increased his reading speed, but at the expense of his reading accuracy.

Form B of the reading-comprehension test was regraded to determine whether the students did make any substantial gains in reading accuracy. As was explained above, the procedure was to regrade each paper going only as far in each Form B test as the student was able to attempt on Form A. Thus, if a student attempted 27 items on the first test and 36 items on the second, the second test was regraded counting only the first 27 items. The results of the regrading indicate that many of the students made slight gains in reading accuracy. However, the average gain from Form A to Form B, same number of items as on form A, was only 1.02 items. This gain is not statistically significant.[6] We may again conclude that in all probability the apparent gains in reading comprehension are to a great extent due to the increased reading speed. This increased reading speed simply affords the students more time to finish the comprehension test.

CONCLUSIONS

1. College students have wide differences in abilities to read. Many college students are able to read three times as fast as other college students.

2. The reading-comprehension abilities of college students appear to vary quite as markedly as do their reading speeds.

3. After thirteen or fourteen hours of training many college students are able to double their speed of reading without lowering their ability to comprehend the materials they are reading. Most of the college students in the two experiments reported in this article read at an average rate of from 60 to 90 words a minute faster at the end of the training period than they did at the beginning.

4. There is a distinct need for a measure of reading comprehension that is free from the effects of reading speed. Hence each student should be given sufficient time to finish the test unhurriedly. At present, the faster readers can finish the test and have time to check their work while the slower readers leave some items unanswered for lack of time. In both ways the validity of the test as a measure of reading comprehension is impaired.

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[6] See Table II.

RECENT *Publications*

BERNARD, ROBERT J. "Higher Education and Public Relations." Reprint from the *Proceedings* of the Fifth Annual Meeting of the Western Association of College and University Business Officers, 1940. Pp. 20.
For copies or information, the author may be reached at Claremont Colleges, Claremont, Calif.

BETTS, EMMETT A., and AGNES SUTTON AUSTIN. *Visual Problems of School Children.* Pp. 80. The Professional Press, Inc., 5 North Wabash Avenue, Chicago. 1941. $1.00.

A comprehensive, technical discussion of an important field. Its chief purpose is to "inventory seeing needs in public schools."

●

Business Research Projects, 1941, Relating to Problems of National Defense. Pp. 21. Department of Commerce, Washington. 1941.
A brief bibliographical outline (mimeographed) of 123 research projects reported to the Department of Commerce, containing the names of the persons conducting the research, the universities or research institutions with which they are connected and the provisional date of the completion of the study.

●

Defense and Living Costs (A Defense Digest). Pp. 20. Published by the American Association for Adult Education, 60 East 42d Street, New York. 1941. 10¢; rates for quantity orders.
The story of the effect of national defense upon the American people's pocketbook—the increased costs of essential and non-essential consumer goods.

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DEFFENBAUGH, W. S. "Practices and Concepts Relating to City Boards of Education." Vol. I, Chapter 7, *Biennial Survey of Education in the United States, 1938–40*. U. S. Office of Education. Pp. iii + 27. Washington: Government Printing Office. 1941. 5¢.

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DRISCOLL, GERTRUDE. *How to Study the Behavior of Children* (Practical Suggestions for Teaching, No. 2). Pp. viii + 84. Bureau of Publications, Teachers College, Columbia University. 1941. 60¢.
Designed for the teacher, supervisor and principal, taking its setting from the usual classroom situation.

●

HEILMAN, ROBERT BECHTOLD (editor). *Aspects of Democracy* (The Defense Lecture Series of Louisiana State University). Pp. 114. Published by the university. 1941.
Twelve lectures, topically divided into: "Definitions," "Society: Commerce and the Home," "The Region," "The Individual: Man's Self-Expression," "Religion."

●

Journal of Proceedings and Addresses of the Forty-Second Annual Conference, The Association of American Universities, held at the Catholic University of America, November 14–16, 1940. Pp. 126. The University of Chicago Press.

●

KLEIN, A. J. (editor). *Adventures in the Reconstruction of Education*. Pp. viii + 290. Published by the College of Education, Ohio State University, in cooperation with the Commission on Teacher Education, ACE. Reprinted from a series of articles which appeared in *The Educational Research Bulletin* during 1940. 1941.
The story of adventures in the search for methods and aspects of subject-matter.

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LINDEGREN, ALINA M. "Education and Service Conditions of Teachers in Scandinavia, the Netherlands and Finland." *Bulletin*, 1940, No. 9, U. S. Office of Education. Pp. vii + 149. Washington: Government Printing Office. 1941. 20¢.
An account of teacher education for each country separately, as it was in the summer of 1939.

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LONG, THOMAS E., and MYRON G. CROPSEY. "Grain Storage on the Farm." North Dakota Experiment Station *Bulletin* 302 (North Dakota Agricultural College, Fargo). Pp. 68. Illustrated. June, 1941.

MANCHESTER, RAYMOND E. *The Saturday Letters*. Pp. viii + 230. F. W. Orth Company, 2035 Second Street, Cuyahoga Falls, Ohio. 1941. Cloth, $1.50; paper, $1.00.
Letters, in essay style, sent by the writer to men students of Kent State University, over the period September, 1935, to June, 1941.

●

The New Testament in Basic English—in a Vocabulary of Less than 1,000 Words. Pp. vi + 548. E. P. Dutton. 1941. $2.00.
Prepared during the past ten years, by a committee directed by S. H. Hooke in collaboration with the Orthological Institute (Cambridge), this volume incorporates the results of the most recent work on the problems of biblical translation. So prepared, it was subsequently revised by a committee of Cambridge scholars appointed by the Syndics of the University Press. This new Basic English version of the New Testament is not intended to compete with the Authorized Version from the point of view of literary construction, but it will be invaluable to those who are just learning the English language—adults as well as children.

●

NUGENT, ROLF. *Guns, Planes, and Your Pocketbook* (Public Affairs Pamphlets). Pp. 31. Published by the Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York. 1941. 10¢.
The publication of the Public Affairs Pamphlets is "to make available in summary and inexpensive form the results of research on economic and social problems to aid in the understanding and development of American policy." The publishing committee is a nonprofit, educational organization.

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"Planning Rooms for Some Activities of the Community High School." *Circular* No. 197, U. S. Office of Education. Pp. 21. Illustrated. Washington: Government Printing Office. 1941.
The purpose of this study is not to develop hard and fast standards in regard to the planning of rooms for the different activities in the community high school, but rather to indicate the different ways in which such rooms are being planned to meet educational needs in various communities. The material was collected by the U. S. Office of Education in cooperation with the National Advisory Council on School Building Problems, and presented at the Twelfth Annual Conference of the council, held in Atlantic City (N. J.), February 22, 1941.

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POE, ARTHUR C. *School Liability for Injuries to Pupils*. Pp. 108. Bureau of Publications, Teachers College, Columbia University. 1941. $1.85.
A Ph.D. study of the legal liability of school trustees, districts, administrators, teachers and other school employees for the injury of children in public schools.

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WILLIAMS, JESSE FEIRING. *Personal Hygiene Applied* (revised). Pp. xvi + 529. Illustrated. W. B. Saunders Company, West Washington Square, Philadelphia. 1941. $2.50.
This seventh edition has been modernized and keyed to the present-day needs of college students. It is designed to promote an "understanding of how to develop and protect the sound mental and physical health that leads to a fuller, happier daily life."

●

WRIGHT, EDITH A. (compiled by). "Expressions on Education by Builders of American Democracy." *Bulletin*, 1940, No. 10, U. S. Office of Education. Pp. viii + 90. Illustrated. Washington: Government Printing Office. 1941. 20¢.
In 1913, the U. S. Office of Education published as *Bulletin*, 1913, No. 28, "Expressions on Education by American Statesmen and Publicists."—long out of print. The present bulletin is a revised edition, including about half of the material from the former publication.